



Personal Development

at Malin Bridge Primary School

Updated November 2023



Personal Development at Malin Bridge

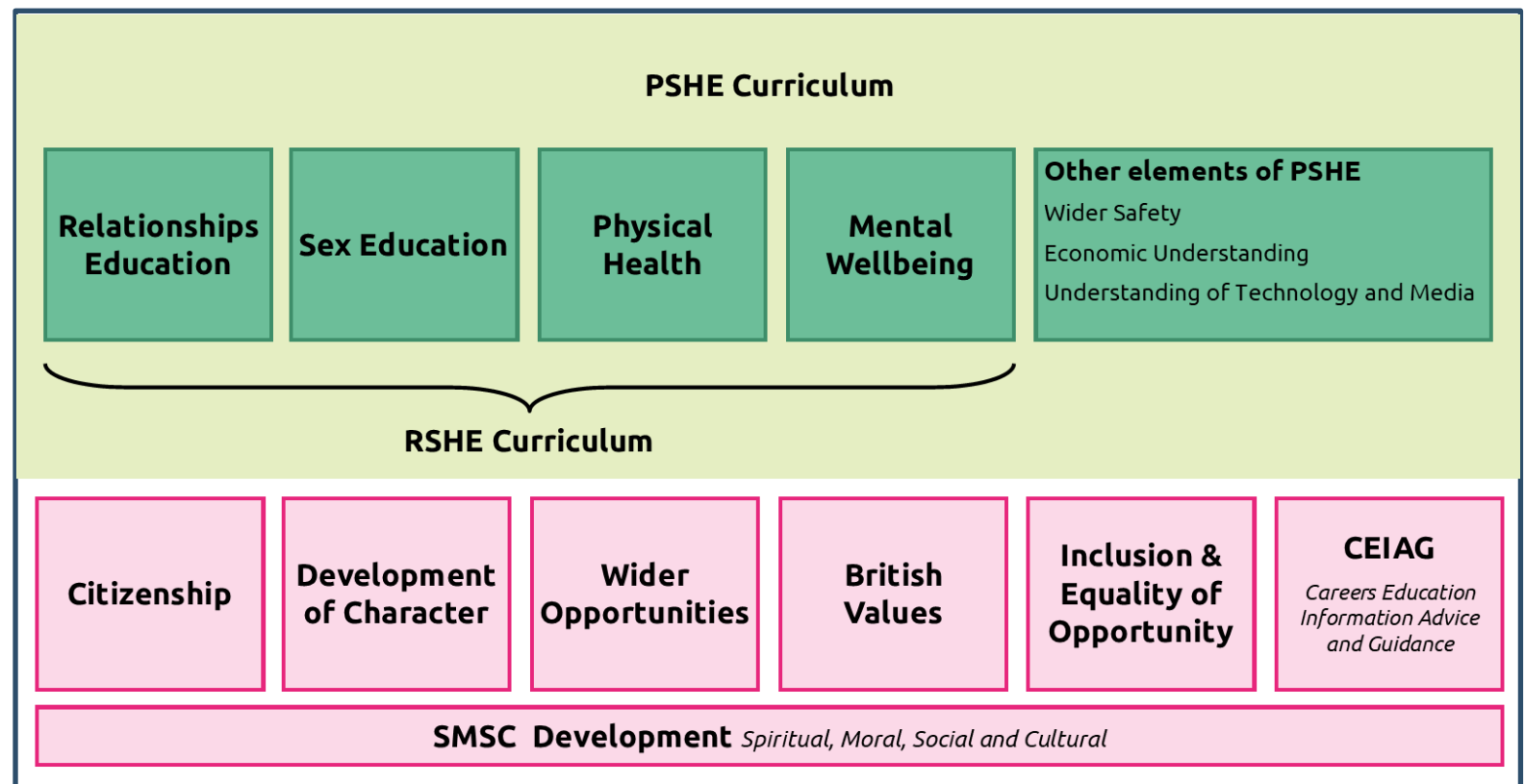
Vision

To empower every student to thrive academically, socially, and emotionally, equipping them with the skills, knowledge, and character necessary to excel in a rapidly changing world

Good is not enough if it can be better and better is not enough if it can be best.

Personal development is a broad term used to include a comprehensive list of elements, which include the **taught curriculum** as well as learning which takes place **beyond the classroom**.

The diagram on the right illustrates the different components that constitute personal development.





Personal Development at Malin Bridge

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RSHE
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PSHE (Citizenship)
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Kagan



Healthy, Sustainable Living

Healthy Eating
Sustainability
Anti-bullying
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Online Safety
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Personal Development at Malin Bridge

RSHE

Relationships education teaches children about healthy relationships, including how to communicate their own boundaries and recognise the boundaries of others, staying safe online and the differences between appropriate and unsafe contact. All lessons are age-appropriate and inclusive.

Health education includes a focus on the features of good physical health and mental wellbeing.

Sex education is taught to Y6, which includes anatomy, reproduction, consent, puberty, menstruation and how emotions develop.

Our RSHE teaching reflects the requirements of the DFE RSHE guidance.

Interventions

A range of interventions support success for our pupils:

- Phonics
- Zones of Regulation
- Gross Motor Skills
- Fine Motor Skills
- Lego Therapy
- Socially Speaking
- Drawing and Talking
- Birmingham Toolkit
- Speech and Language
- Metcalf Maths
- Rainbows
- Bucket Therapy
- CBT
- Attention Autism
- Comic Strip Therapy
- Intensive Interaction
- Trauma Informed Practice

See SEND booklet for more information.

PSHE and PSED (Citizenship)

In EYFS, citizenship is delivered through the prime area personal, social and emotional development (PSED), as well as through some dedicated citizenship lessons (FS2). *See citizenship overview for details about content covered.*

In KS1 and 2, the citizenship curriculum is structured around five key concepts:

- Belonging and Identity
- Diversity and Inclusion
- Health and Wellbeing
- Being Safe
- The Online World

Through repeated exposure throughout the curriculum, pupils develop a deeper comprehension of what it means to belong, how to establish and maintain healthy relationships, how to stay safe and the characteristics of a healthy lifestyle.

Leaders ensure curriculum plans reflect the current needs of our pupils and the community it serves. Additional lessons are planned in to address issues which arise, with long term plans amended as needed to ensure ongoing concerns can be tackled through repeated coverage.

Pupils leave Malin Bridge ready for further learning at secondary school and beyond.

Curriculum



Personal Development at Malin Bridge

Physical Education

Pupils in FS1 participate in one 1-hour PE lesson a week.

In FS2-Y6, pupils receive 2-hours of core PE a week. The curriculum covers a broad range of physical activities with particular focus on **fundamental skill development**.

Knowledge sheets accompany each unit of learning and includes core knowledge about health and wellbeing.

Pupils with an aptitude or interest in particular sports are signposted to further opportunities for development outside of school.

Break times and lunchtimes provide additional opportunities to develop core physical education. There are a host of active opportunities available to pupils including, racket sports, football, basketball and the gym.



Swim School

Our bespoke swimming curriculum aims to ensure all children, by the time they leave Malin Bridge, achieve the National Curriculum target of swimming 25 metres unaided using a recognised stroke.

Swimming provision at Malin Bridge is delivered by our own specialised and qualified Swim Team as well as supported by other staff members across school. Delivering our programme with familiar adults builds strong relationships and makes a notable impact to both pupils confidence within the water and their stroke progression. The carefully designed progressive 12-week programme is initially delivered to Year 3 pupils and includes learning and skills within water confidence, stroke development and water safety. Water safety is further consolidated within Citizenship Safety units across school.

See the Physical Education booklet for more details.

Religious Education

We study religious and non-religious world views through a weekly hour-long lesson. It is an essential part of increasing our pupils awareness of diversity, tolerance and understanding about life in modern Britain.

Religions have been selected based on those found in the local community, across Sheffield and those taught as KS3. Each year group focuses on Christianity and one additional religion, which acts as a tool for comparison.

All classes visit a place of worship to enhance their understanding, or host a visitor, to allow for an exchange with members of each faith studied. RE lessons are built around an enquiry approach which develops children's critical thinking skills, enabling them to make informed decision concerning religion and belief.

Curriculum



Personal Development at Malin Bridge

Pastoral Support

Wellbeing interventions provide pastoral support through the SEND team. These include:

- Zones of Regulation
- Lego Therapy
- Socially Speaking
- Drawing and Talking
- Rainbows
- CBT
- Comic Strip Therapy
- Trauma Informed Practice

Children working with other agencies are monitored by the DSL who provides additional pastoral support as necessary. All interventions are recorded through the provision map and are subject to half termly feedback reports. These are reviewed by the SEND and Wellbeing team, who make recommendations about next steps.

Families who require support are offered a FISS (*Family Intervention Support Service*) advice session, which can lead to additional support being put in place for the family by FISS and the school.

Mental Health Support

The **Healthy Minds and Mental Health Support Team**, along with the **Health and Wellbeing Manager**, support a range of pupils in school through a mixture of 1:1 sessions and group work, focussed on emotion skills and friendship groups. Sessions address emotional regulation and aim to equip pupils with the skills to be able to cope with difficult emotions and build healthy habits for life. Some pupils receive bespoke cognitive behaviour therapy (*CBT*) to support additional needs which have been identified. Sessions are run by Agnes Truong, the senior clinical lead and Angela Manning, an Education Mental Health Practitioner (EMHP).

Alongside this, all staff working with pupils have received training in Zones of Regulation in order to better support vulnerable pupils.

For more information about mental health support for staff, see pages 20-21.

Curriculum

Health education teaches children about mental wellbeing, including that it is a normal part of daily life, in the same way as physical health.

Pupils learn about the wide range of emotions we can experience and strategies for managing them. Pupils consider different events which can put pressure on our mental health, including big life events such as loss, separation and bereavement.

Children are taught from FS1-Y6 about how to manage and resolve conflict, which is reinforced at breaks and lunch time. It is also delivered as part of our behaviour curriculum.

Please see the Behaviour Curriculum booklet for more information.

Mental Health and Wellbeing



Personal Development at Malin Bridge

Behaviour and Learning

Children at Malin Bridge are encouraged to make good choices, build positive relationships and accept responsibility for their behaviour. Encouragement, praise and rewards underpin our three school rules and children are taught how to develop as responsible members of society.

Acknowledging good behaviour encourages repetition and communicates everyone's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff members to reinforce the school's culture and ethos. Rewards are applied clearly and fairly and these reinforce the expectations, routines and the school's behaviour culture.

As a school we aim to respond predictably, promptly and assertively to any misbehaviour. Staff throughout school understand the consequences flowchart and apply this consistently and calmly with all pupils. We recognise that sanctions may not make an impact immediately but these are a deterrent and negative reminders are rarely required. De-escalation techniques are deployed to maintain a calm and positive school culture and prevent further behaviour issues arising.

At Malin Bridge we encourage pupils to take responsibility for their actions and learn from these experiences. Restorative questions support this process and focus on the root of the problem by talking with those involved. Restorative questions can be asked by any staff members and are a less formal approach to resolving child on child conflict, disruption in the classroom and discussing family issues. Restorative questions allow everyone's voices to be heard and valued and can replace more formal punishments.

See the Behaviour booklet and policy for more information.



"Children are kind and care for each other and we also show each other respect"

Fran Y6



Mental Health and Wellbeing



Personal Development at Malin Bridge



Transition

Our transition lead, working alongside the SEND team and Year 6 teachers, works throughout the year to ensure effective support is in place for pupils transitioning to secondary school. All pupils engage in the transition activities provided to school, including a range of taster lessons where pupils have the opportunity to ask questions of secondary school staff. All pupils attend the transition visits to their new school, which focuses on road safety and timings. Pupil participation at summer schools is high. Our most vulnerable pupils receive additional transition visits supported by key individuals from school. Parents and pupils leaving Malin Bridge in Y6 have the opportunity to complete an exit questionnaire, which is used to identify improvements to the transition offer as well as school more broadly. All Y6 pupils participate in transition workshops in class run by Angela Manning, a Mental Health Practitioner, and the transition lead. This provides pupils with the opportunity to explore anxieties they may have towards transition and learn coping strategies. A workshop is also arranged for parents.

For pupils beginning Nursery (FS1), children have a Leuven scaled observation to assess emotional well being and involvement. Those scoring as low are given additional support and receive additional visits by nursery staff. All pupils receive a New Starter Book, which parents/carers can use at home to introduce their child to the staff working in the Bridge, as well as information about the routines. All pupils meet with their assigned key worker regularly in order to begin to build a trusting relationship. Pupils who attend alternative Nursery provision receive an observation visit to their current setting ahead of transition to FS2. This visit enables Malin Bridge staff the opportunity to better assess the needs of pupils joining the school.

Malin Bridge receives an increasing number of pupils transitioning mid-year, this is due to some families moving to alternative catchment areas ahead of the transition to secondary school, freeing up places across school (predominantly KS2). Pupils who join the school mid-year are at an increased chance of social disadvantage, lower IDACI banding or have EAL and/or SEND need. Staff across Malin Bridge are swift to build relationships with new families and put in place additional support as needed, such as through introducing technology to aid pupils with EAL, arranging additional interventions to address identified needs and attendance at HAF programmes to develop friendships and social skills. Jane Hague, the school manager, performs an exceptional job in providing support for families navigating the school system. She proactively liaises with school admissions, conducts information gathering with family members to find out background history, and identifies additional issues with which the family may need support. Jane arranges visits to the school, as well as assists with things such as school uniforms and sibling school placements. She is an ally for families, particularly those new to the country, and provides ongoing support as needed.

Mental Health and Wellbeing



Personal Development at Malin Bridge

Designated Safeguarding Leads

Steve Green - Designated Safeguarding Lead supported by
Sarah Collingham - Deputy Designated Safeguarding Lead (Integrated Resource)
Kathryn Allen - Deputy Designated Safeguarding Lead (Under 5s)

The work of the safeguarding team is scrutinized by the Chair of Governors and Safeguarding Governor Angela Cox, as well as by the Trust's Inclusion and Safeguarding Manager, Kate Anderson, who makes regular monitoring visits to the school. The Inclusion and Safeguarding Manager also provides the DSL and wider safeguarding team with ongoing support and guidance.

As part of the Trust, the DSL and DDSLs attend half termly Safeguarding meetings in order to liaise with colleagues across the school, as well as provide opportunities for the Inclusion and Safeguarding Manager to share important updates, training and information, including updates from the Sheffield Safeguarding Hub.

A weekly SIP report is written and shared with the board of trustees, giving key information relating to Safeguarding issues in each school, along with attendance information. The DSL also complete a Safeguarding and Inclusion report termly, which is shared with the CEO and other key stakeholders. This document details the progress made against the SIP targets set at the beginning of the year, and the steps needed to achieve them.

Kathryn Allen, the DDSL for under 5s, ensures statutory updates from the Foundation Stage profile are understood by all relevant members of staff and implemented across Stepping Stones (2-3 year olds) and The Bridge (3-4 year olds).

Briefings and CPD

All staff working in school receive regular safeguarding updates from the DSL, these include updates to national guidance as well as information pertinent to the local area e.g. such as those issued by the police or from the secondary schools in the area.

All staff working in school attend safeguarding training in line with statutory guidance, and receive annual updates regarding Keeping Children Safe in Education. All members on the safeguarding team attend training annually.

The training plan for Governors is managed centrally by the Trust, which is in line with statutory guidance.

A broad range of the safeguarding team have attended Safer Recruitment training, as well as a selection of admin staff; they have a clear understanding of the processes for recruitment which are rigorously followed.

All staff working in school attend annual Prevent training, in line with statutory guidance.

Safeguarding SLT

Steve Green - DSL /Health and Wellbeing Manager/Online Safety Coordinator
Sarah Collingham - DDSL (IR)/SENCO
Kathryn Allen - DDSL (Under 5s)/Assistant Head
Dale Edwardes - DDSL/EWO
Robbie McGrath - DDSL/Headteacher
Chris Hague - DDSL/Deputy Head/LAC Designated Teacher
Jess Archer - Curriculum Lead/Assistant Head
Gayle Trueman - PSO/ASC
Jane Hague - PSO/School Manager
Thom Winterbotham - Online Safety Curriculum Lead

The DSLs hold dedicated Safeguarding SLT meetings every half term to inform leadership of current status, incl. number of CIN/CPP etc. Bespoke training is delivered to the team, as well as updates from the Trust. The weekly SIP reports are shared and there is the chance for professional challenge and problem solving within the team. The Safeguarding and Inclusion report is also shared. The team also spend time exploring different safeguarding scenarios as a group.

Safeguarding



Personal Development at Malin Bridge

CPOMS

Child Protection Online Monitoring System

CPOMs is an online safeguarding platform used at Malin Bridge to log information relevant to the safeguarding of our pupils. This includes safeguarding concerns, meeting notes, behaviour incidents, parental contact, actions and attendance information. The DSL, along with the DDSLs, monitor this system and ensures that all safeguarding concerns are promptly actioned.

CPOMs monitoring shows a wide range of staff report incidents.



Attendance

Attendance is monitored by a team of staff including teachers, admin staff, school leadership, Attendance Clerk, and the Education Welfare Officer (EWO).

Attendance data is rigorously tracked and analysed at both pupil and group level. Targeted early intervention and support is available to all pupils, with a clear focus on those that are disadvantaged. Clear and robust procedures are in place for day-to-day management of attendance, including speaking with parents on the 1st and 3rd day of absences. The Attendance Clerk carries out weekly monitoring, with concern letters being issued to those where a decline in attendance or lateness is identified. Where attendance has improved, and pupils have been removed from the EWO monitoring list, the clerk sends congratulatory letters.

The EWO's caseload is monitored half-termly by school leaders. There are also half-termly Attendance meetings held by the senior leadership team, which focus on whole school attendance targets, caseload and attendance data. Where pupil attendance is a concern and needs escalating, the Access and Inclusion Officer from the Local Authority provides additional support.

Please see Attendance Strategy 2023-24 for more information.

Safeguarding



Personal Development at Malin Bridge

Democracy

We promote **Democracy** through citizenship, history and geography.

We consider issues/questions such as:

- What are British values? (EYFS 1)
- What is democracy? (EYFS 2)
- The impact of the British Empire (KS1 Victorians)
- How did power affect the recording of the GFoL? (KS1 Great Fire of London)
- How has the power of the monarchy changed the Christian faith? (LKS2 Tudor England)
- Social inequality, slavery, civil rights, The British Empire (UKS2 Identity & Inequality)

Democracy is also woven through our Personal Development offer, for example Student Council elections, Green Team elections, Pupil Voice and half-termly assemblies.

Rule of Law

We promote **Rule of Law** through our citizenship, history and geography curriculum.

We explore:

- Why we have rules and laws.
- How laws are made and by whom.
- Protected characteristics.
- Institutional racism.
- Similarities and differences around the world.

The school rules and accompanying behaviour policy also reinforces this value. They are:

- * **Listen and join in.**
- * **Care for everybody and everything in our school.**
- * **Try hard.**

Rule of Law is also a theme of some assemblies through the year.

Respect and Tolerance

Respect and Tolerance is woven through a range of foundation subjects, including citizenship, history, religious education, physical education and geography.

In our curriculum, we explore:

- Prejudice and discrimination
- Racism
- Bias
- What makes a community
- Different beliefs and faiths
- Conflict resolution
- Inclusion
- Disabilities Act

Respect and Tolerance is also a theme of some assemblies through the year.

Individual Liberty

We promote **Individual Liberty** through our citizenship, religious education, computing and history curriculum.

In our curriculum we learn about:

- Historical slavery
- Bullying, both on and offline
- Different family and relationship models such as same-sex and LGBTQ+
- Different beliefs and faiths
- Human Rights Act
- UN Convention on the Rights of the Child

Individual Liberty is also woven through our Personal Development offer, for example anti-bullying learning, road safety, Remembrance day and half-termly assemblies.

These fundamental **British values**, along with the **Prevent duty**, ensure our pupils become compassionate, considerate adults who form part of a fair and equal society, in order to prevent and overcome **radicalisation** and **terrorism**.

British Values



Personal Development at Malin Bridge

Spiritual

We encourage our pupils to appreciate the world around them with fascination, awe and wonder.

We explore the beliefs and values of others people around the world, and we reflect on our own personal values and identity.

We explore human feelings and relationships with others. We use imagination and creativity in learning.

In EYFS and KS1, pupils understand and value their own and others' feelings and emotions. They begin to explore and understand different religions and beliefs.

In KS2, pupils reflect on the world around them, explore beliefs, values and meaning and understand the concept of spirituality.

Moral

We encourage our pupils to investigate and discuss ethical issues and debate different viewpoints and concepts.

Through appreciating our school values we recognise right and wrong, and encourage our students to apply them.

We encourage our pupils to understand the consequences of their actions, and encourage self-reflection and restorative conversations wherever possible.

In EYFS and KS1, pupils recognise right from wrong and develop a sense of fairness. Pupils understand there are consequences for actions.

In KS2, pupils understand the importance of rules and laws, they can make ethical judgements and are developing a sense of responsibility and empathy.

Social

At Malin Bridge, we provide opportunities for our pupils to develop personal qualities and social skills. We encourage our students to participate in extra-curricular activities, to cooperate and resolve conflict.

Our student committees (Student Council, Green Team, Health Mind Champions etc.) help our pupils to understand how communities and societies function in modern Britain today. We debate and discuss current topics and keep up to date with current news.

In EYFS and KS1, pupils develop positive relationships with others and recognize and respect difference in others.

In KS2, pupils develop effective communication and teamwork skills, learn to manage conflicts and disagreements and develop an understanding of different cultures and beliefs.

Cultural

Diversity underpins our entire curriculum. We explore our understanding of diversity and encourage empathy, tolerance and understanding. We learn about different cultures around the world, e.g. linking to each phases' continents, and respect our differences. Where possible, we expose our pupils to cultural activities and experiences which enhance their cultural capital. We encourage exploration of our personal and cultural influence on the world around us.

In EYFS and KS1, pupils learn about different cultures, traditions and celebrations and they understand the importance of diversity.

In KS2, pupils understand and celebrate the diversity of our society and they develop a sense of identity and belonging, exploring how culture impacts our daily lives.

School **assemblies** play a vital role in **promoting SMSC** amongst pupils. These gatherings serve as a platform to **discuss and reinforce core values and principles**, fostering an environment that encourages **responsible decision-making**. Assemblies provide moments of **reflection** on personal beliefs and spirituality, as well as opportunities to **celebrate diversity** and **build positive character traits** such as honesty, integrity and kindness.

SMSC



Personal Development at Malin Bridge

Curriculum

The curriculum as a whole has been designed to include a wide range of people, representing a wide range of professions and careers.

Examples include:

- Fashion Designer (UKS2 - Sustainable Fashion)
- Zoologists (LKS2 Science)
- Firefighter (EYFS - Fire Safety)
- Lifeguard (EYFS - Water Safety)
- Architect (KS1 - Architecture)
- Baker (KS1 - The Brilliance of Bread)
- Meteorologist (KS1 - Weather)
- Chef (LKS2 - Master Chef)

The **Little People Big Dreams** books also provide children with a wealth of examples of people from different fields.

Each phase has a continent of focus which acts as an anchor point across the curriculum. This ensures pupils develop knowledge of a broad range of people from a wider variety of places.

Speakers, Visitors and Visits

Teachers regularly enrich the curriculum through visits and visitors. Children meet a wide range of people, representing a broad range of professions and backgrounds during their time at Malin Bridge.

Examples include:

- Architects in KS1
- HSBC across school
- A range of sports coaches across school.
- Emergency Service personnel as part of citizenship learning and the Y6 Crucial Crew trip
- A range of professions during residential visits, e.g. chefs, instructors, programme planners, health and safety experts etc.

KS3 and HE Links

The school works with a number of higher education institutions to enrich the curriculum at Malin Bridge, including the University of Sheffield and the National Modern Languages SCITT at Silverdale Teaching School.

As part of our partnership work with the university, pupils at Malin Bridge take part in a range of biology lessons and activities which either provide a pre-teaching opportunity for further learning or are a form of retrieval practise. Pupils are exposed to a diverse range of scientists, which challenge previously held stereotypes, whilst also showing pupils the multifaceted nature of scientific careers and the possibilities of higher education learning.

SCITT students show pupils the possible career choices in language teaching, whilst providing exciting language learning opportunities in the classroom.

Pupils in UKS2 focus on developing core skills related to the world of work, including punctuality, attendance and dress. Pupils know many options available to them beyond school and have high aspirations for themselves.

Careers and Aspirations



Personal Development at Malin Bridge

Healthy Minds

The Healthy Minds initiative in school provides a mixture of 1:1 and group sessions to vulnerable pupils, working with the senior clinical lead, Agnes Truong alongside Angela Manning, an Education Mental Health Practitioner (EMHP).

Sessions address emotional regulation and aim to equip pupils with the skills to be able to cope with difficult emotions and build healthy habits for life.

The Healthy Minds Champions are a dedicated group of pupils who carry out projects across school to support others' mental well-being. They also promote kindness, which links to the school rule **care for everybody and everything in our school**.

See Pupil Voice for more information.

Intervention

Please see the curriculum page for a full list of interventions offered.

Those with particular reference to nurture include:

- Zones of Regulation
- Lego Therapy
- Socially Speaking
- Drawing and Talking
- Rainbows
- CBT
- Comic Strip Therapy
- Trauma Informed Practice
- Healthy Minds

Trauma Informed Practise

Trauma-informed practice is an approach to health and care interventions which is grounded in the understanding that trauma exposure can impact an individual's neurological, biological, psychological and social development.

At Malin Bridge, staff are aware of how trauma can negatively impact on individuals and communities, and their ability to feel safe or develop trusting relationships.

Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?'.

Childcare

Malin Bridge offers a breakfast club and after school club every day, which are a paid service open to all children. Disadvantage pupils can access both services at a reduced cost. Vulnerable pupils are allocated a place in order to support families, and provide opportunities for socialisation. Targeted support is also offered to families with attendance concerns.

During some school holidays, Malin Bridge runs the HAF programme - *Holiday activity and food programme*. Disadvantaged and vulnerable pupils are offered places to help support families over the holiday period and provide pupils with the opportunity to develop social and communication skills. Pupils new to school are also offered a place in order to aid transition.

Nurture Provision



Personal Development at Malin Bridge

Sports

The school offers a wide range of sports clubs and events over the year, including:

- KS2 Running club
- Cross Country
- Girls Football
- Basketball

Children take part in a range of inter-school competitions through Sheffield School Sports and Arches School Sport Partnership.

All pupils take part in a sports day at the English Institute of Sport (EIS).

Music

Peripatetic music teachers offer:

- Piano
- Guitar
- Flute

Children are invited to perform at an end of term concert and assembly to showcase their skills and develop confidence in performing to an audience.

All children attend a weekly singing session with the schools Choir Master.

Design

UKS2 Code Club Children in Year 5 and 6 can attend this club to learn how to create games, animations and websites whilst learning about the key concepts of coding.

KS1 Musical Theatre This club aims to develop children's love of singing and dancing. Children learn a range of songs and choreography which they perform to parents. This club builds social skills, cooperation, coordination and confidence.

Spiritual

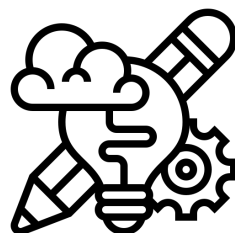
Christian Union is for pupils in Year 5 and Year 6 of all faiths and none.

Through using stories and teaching from the Christian Bible, games, crafts and activities our aim is to encourage the children to connect with one another and grow in their knowledge of the Christian Faith in a fun and engaging way.

Extended Hours

Malin Bridge offers an after school club (ASC) and a breakfast club to support families with wrap around care. Both services are open to all pupils, and provide them with opportunities to further develop their social skills, cooperation skills and confidence.

Discounts are available for disadvantaged pupils. *See Childcare section for more details.*



Extra-Curricular



Personal Development at Malin Bridge

Residential Visits

Pupils have the opportunity to attend three residential visits during their time at Malin Bridge:

- Y2 Hollowford
- Y4 Thornbridge
- Y6 Kingswood

Each residential is planned in order to focus on key aspects of personal development, based on the needs of the cohort, for example resilience, teamwork and independence.

Additional residential trips are targeted at disadvantaged pupils through the HAF (Holiday activities and food) programme.



Biking Curriculum

Pupils in Nursery (FS1) access balance bikes as part of outdoor provision.

Pupils in Foundation Stage (FS2) access biking as part of the Physical Education curriculum, which is based on the Balanceability® materials.

In KS1, children who cannot ride a balance bike are targeted throughout the year with small group interventions based on Balanceability®.

In KS2, children in Year 3 and Year 4 who cannot ride a pedal bike are targeted throughout the year with small group interventions based on Bikeability®.

In UKS2, pupils have the opportunity to take part in externally run Bikeability sessions to further develop their biking skills. All disadvantaged pupils are targeted first, before non-riders and then others. Pupils also have the opportunity to take part in BMX Pump Track sessions, the aim being to learn practical life skills as well as supporting positive mental wellbeing.



Outdoor Learning



Personal Development at Malin Bridge

Visits and Visitors

Teachers regularly enrich the curriculum through visits and visitors.

Examples include:

- Meeting religious leaders and other people of faith
- Trips to museums, galleries and theatres.
- Library visits
- A range of sporting events in and out of school e.g. EIS, Air Haus and Ninja Warrior
- Meeting Emergency Service personnel as part of citizenship learning
- Y6 Crucial Crew trip
- Residential visits
- Fieldtrips in the local area to support learning in Geography.

HE Links

The school works with a number of higher education institutions to enrich the curriculum at Malin Bridge, including the University of Sheffield and the National Modern Languages SCITT at Silverdale Teaching School.

As part of our partnership work with the university, pupils at Malin Bridge take part in a range of biology lessons and activities which either provide a pre-teaching opportunity for further learning or are a form of retrieval practise. Pupils are exposed to a diverse range of scientists, which challenge previously held stereotypes, whilst also showing pupils the multifaceted nature of scientific careers and the possibilities of higher education learning.

Charity Fundraising

Pupils raise money for a range of local and national causes across the year, including:

- Macmillan Cancer Research
- Red Nose Day
- Children in Need
- S6 Foodbank
- Sheffield Children's Hospital

As part of this work, children learn about the cause and what their donations aim to do.

Parents/carers also have the opportunity to take part in clothes swaps each year as a chance to donate outgrown school uniform and swap if for bigger sizes.

Skill Development

Skills are mapped out across school under the headings: **Head, Heart** and **Health**.

Phase Leaders ensure curriculum planning meetings allow time for teams to discuss appropriate enrichment activities and the skills they wish to develop in pupils. These events are mapped out across the year to ensure there is a balanced approach to the three skills areas, and that plans are manageable in terms of teacher workload.

Teachers can articulate how the curriculum has been enriched and pupils can explain the purpose of events they have taken part in.



Enrichment Opportunities



Personal Development at Malin Bridge

Student Council

The Student Council is a group of KS2 pupils who meet fortnightly to work collaboratively on a range of projects across school and in the wider community.

Pupils are selected by their classmates following an election process, which includes writing and presenting a manifesto.

Current project work is focused on improving break times and lunch time. As part of this, councillors have developed their understanding of money management, democracy, rule or law, communication skills and contributing to group goals.

Addition project work includes:

- Foodbank collections
- Contributing to the wider school community
- Litter picks

Green Team

Green Team is a group of KS2 pupils who work collaboratively to promote the seven principles of the Eco-Schools programme.

Pupils are selected following a rigorous application process. The team meet on a weekly basis to work on projects across school; it is also an opportunity to develop a range of personal qualities, including leadership skills, teamwork, communication skills and decision making.

Current project work includes:

- litter picks
- book swaps
- Foodbank collections
- Energy conservation
- Supporting national campaigns
- Improving green spaces

Sports Leaders and Captains

Sports Leaders are selected at the beginning of the academic year, to act as role models, raise the status of PE and Sport and help to encourage engagement. Pupils are selected based on enthusiasm, experience and as an opportunity for character development. They provide support in lessons through the delivery of sports sessions/activities and coaching, and beyond lessons such as on Sports Day.

Sports captains are used in KS2 PE lessons to allow all pupils to experience the role of a leader. Pupils follow a clear leadership model (*See PE Subject Story for details*) which helps to equip pupils with the necessary skills to lead. Pupils provide feedback to their peers during sessions in order to improve these skills.

Play leaders are recruited from UKS2 to help support younger pupils at break and lunchtime. Pupils develop a range of skills including time management, teamwork, cooperation, collaboration, planning and empathy.

Cooperative Learning Strategies - Kagan®

Kagan® structures are used by teachers across all areas of the curriculum to promote structured oracy opportunities and provide pupils with leadership and coaching opportunities in the classroom. Each phase has an agreed set of structures they use, to ensure pupils develop a comprehensive range of strategies which help build co-operation and communication skills.

Pupil Leadership



Personal Development at Malin Bridge

Reading Buddies

Pupils in UKS2 offer support to younger pupils through Reading Buddies. Younger children get support and guidance with reading whilst older children develop skills such as volunteering, social skills, empathy, record keeping and organisation.



Enterprise

Pupils enterprise skills are developed through class based projects as well as extra-curricular opportunities, such as the school's Pop Up Shop and fundraising for both national and local charities.

POP
UP
SHOP



Pupil Voice

Pupils are able to share their views with school staff and leadership in a number of ways:

- Student Council
- Green Team
- Pupil Interviews
- Pupil Questionnaires
- Young Carers Survey
- Assembly shout outs
- Report Feedback
- Parent Questionnaire

Healthy Mind Champions are a team of junior children who promote good mental well-being across school. They work in collaboration with school leaders to design initiatives and amend school processes in order to improve the pupil experience.



Pupil Leadership



Personal Development at Malin Bridge

Healthy Eating

Pupils are taught about healthy eating through PE, Citizenship, Science and Design Technology lessons.

This learning is reinforced at break and lunchtime through the school's approach to healthy snacks.

Anti-bullying

Anti-bullying is addressed through our citizenship and computing curriculum, as well as through the Behaviour policy. CPOMs tracks all bullying incidents which are monitored by SLT. All incidents are then reported to the Trust as part of the weekly SIP report.

See the Behaviour Curriculum booklet for more details.

Sustainability

Pupils learn about sustainability through the following units:

EYFS - Woodlands

KS1 - Architecture

LKS2 - Environment

UKS2 - Ready, Steady, Cook

- Sustainable Fashion
- Climate Disasters

Drugs

Pupils learn about drugs as part of the citizenship offer in UKS2. Pupils learn about prescription and illegal drugs, the affects of drug misuse including addiction and the reasons people may take drugs. Pupils also learn about the effects of peer pressure on decision making, and the develop strategies for overcoming this pressure.

First Aid

Through citizenship lessons, as well as trips such as Crucial Crew and other enrichment opportunities, pupils learn basic first aid, including common injuries such as head injuries.

Pupils know how to make a clear and efficient call to emergency services and understand the importance of not making hoax calls.



Healthy, Sustainable Living



Personal Development at Malin Bridge

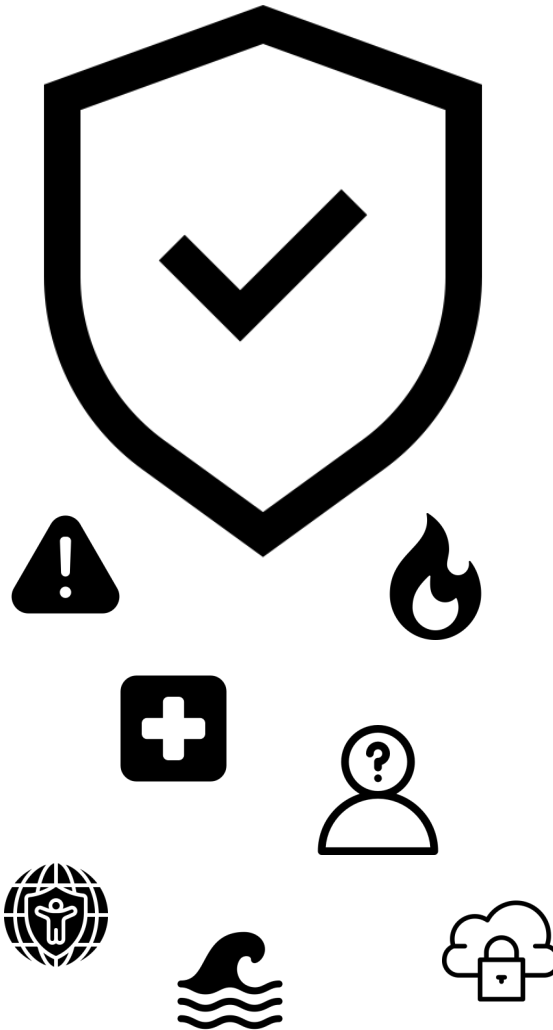
Staying Safe

Safety is a core theme of the citizenship curriculum at Malin Bridge.

Pupils are taught about:

- Road and rail safety
- Water safety
- Hazards in the home
- Fire
- Internet safety
- Stranger danger and trusted adults
- Animal handling
- Bike safety
- Weather safety
- Healthy relationships
- First Aid
- Medicines and drugs
- Farm safety
- Peer pressure

See the citizenship curriculum for more information.



Online Safety

Online safety is taught as part of the computing and citizenship offer, the aim of which is to ensure our pupils can navigate a digital world securely.

Topics include the importance of safeguarding personal information, understanding the risks associated with sharing details online, recognizing and avoiding potential online dangers, healthy and unhealthy mobile phone use, and the significance of obtaining permission from parents or guardians before engaging in online activities. Children are taught about cyberbullying, the concept of consent in online interactions, recognizing and reporting inappropriate content and understanding the impact of their digital footprint. Pupils also learn about the distinction between reliable and unreliable online sources, the basics of safe browsing and searching, and the importance of creating strong passwords. Lessons often stress the significance of responsible digital behaviour, including being kind and respectful while communicating online. These teachings are designed to empower children to make informed decisions and develop critical thinking skills when using the internet.

Healthy, Sustainable Living



Personal Development at Malin Bridge



What makes Personal Development exceptional at Malin Bridge?

Personal development at Malin Bridge is exceptional for several reasons. First and foremost, our curriculum goes beyond traditional education, embracing a holistic approach that nurtures not only **academic ability** but also **mental health and wellbeing**. We prioritize the **safety and safeguarding of our students**, instilling fundamental **British values** and promoting spiritual, moral, social, and cultural education (**SMSC**). Furthermore, we believe that personal development extends far beyond the classroom, which is why we offer a diverse **range of extra-curricular activities, outdoor pursuits**, and exciting **biking** adventures. Our **residential**s and **enrichment** opportunities challenge students to expand their horizons and fuel their ambitions, providing invaluable experiences that shape their futures. **Pupil leadership** is encouraged, instilling qualities like responsibility and confidence. We also emphasize **healthy, sustainable living**, both for our students and staff, ensuring that everyone is well-equipped to thrive in an ever-changing world.

At Malin Bridge, personal development is not just a concept but a way of life, fostering well-rounded individuals who are prepared for success in all aspects of their journey.



76% of children achieve the National Curriculum target of swimming competently, confidently and proficiently over a distance of at least 25 meters. Pupils who do not meet this target receive additional swimming lessons throughout KS2.

Exceptionality

Appendices

(available on request)

SEND booklet, Behaviour Policy, Behaviour Curriculum, Attendance Strategy, Safety theme overview,
Physical Education booklet, Subject stories,



Malin Bridge Primary School

Chorus Education Trust